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Individual differences in the extent and level of the vocabulary  
used by intermediate grade children.

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Individual Differences  
in the Extent and Level of the Vocabulary  
Used by Intermediate Grade Children

Submitted by  
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(B.S. , University of New Hampshire, 1930)  
In Partial Fulfillment of Requirements for the  
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1938

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Gift of H. Corson  
School of Education  
June 27, 1938  
17006



INDIVIDUAL DIFFERENCES  
IN THE EXTENT AND LEVEL OF THE VOCABULARY  
USED BY INTERMEDIATE GRADE CHILDREN















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## CHAPTER I

### PREVIOUS INVESTIGATIONS AND STATEMENT OF THE PROBLEM





## Chapter I Previous Investigations and Statement of the Problem

The number of investigations relative to vocabulary has been steadily increasing during the past few years. Much of the work which has been done in this field has been directed toward discovering those words most frequently used in life situations, in order to discover which are the most important words for children to know.

The two most extensive word counts have been made by Thorndike<sup>1</sup> and Horn.<sup>2</sup> In The Teacher's Word Book<sup>1</sup>, Thorndike tabulated the results of his word count in frequencies of occurrence. He points out that the list is not a spelling list, but an objective measure of the importance of words in terms of the frequency of their use in adult literature. Horn's count presents the ten thousand words most frequently written by adults in many fields of writing. These two lists contain as accurate a summary as we have of the words which children will meet most frequently in reading, and will need to use most frequently in writing in adult life.

---

1. Thorndike, E.L. The Teacher's Word Book New York: Teachers College, Columbia University, 1921

2. Horn, E.A. A Basic Writing Vocabulary University of Iowa, Monographs in Education, 1926.





Faucett\* and Maki\* combined the totals of these two word lists statistically, in order that teachers of English and American children, and also teachers of foreign languages , might get the totals more readily. The list is particularly useful in that it provides teachers and students with a "means of distinguishing indispensable, essential, and useful words from special words in the English language."

Helpful as these lists are, they give no clue to the relative difficulty of words, nor do they indicate the optimum grade levels at which they should be taught. McKee<sup>5</sup> comments on the fallacy of using reading word lists in an uncritical and mechanical fashion, saying, " The fundamental measure of the difficulty of a printed word is the degree of familiarity which the reader has with the concept or meaning that the printed symbol represents in the setting in which it is used." We must say then, That although these lists are indispensable as final references, we must have graded lists, based on the vocabulary needs of children of various ages.

---

3. Buckingham, B.R. and Dolch, E.W. A Combined Word List. Ginn and Company, 1936

4. Faucett, L. and Maki, I. A Study of English Word Values Statistically Determined

5. McKee, Paul, "Word Lists and Vocabulary Difficulty in Reading Matter" Elementary English Review, November, 1937 pages 241-245





Buckingham and Dolch<sup>6</sup> prepared a word list based on the results of association tests which had been give to children in the four upper elementary grades.

Fitzgerald<sup>7</sup> studied the personal letters written in life situations by children of the fourth, fifth, and sixth grades and compiled a list of words used. He found a considerable degree of overlapping in children's and adults' vocabularies which he reports in another article.

Witty and Fry,<sup>8</sup> in studying the vocabularies of the compositions of college students found that 85% of the words used were in the first one thousand of Thorndike's list.

Diggs,<sup>9</sup> in his study of the vocabulary of boys and girls 12-15 years inclusive, found that 90% of the words studied fell within the first thousand of Thorndike's list, and that approximately 85% fell within the first 500.

C.G.Shambaugh and O.L.Shambaugh<sup>10</sup> derived a "core Vocabulary" for elementary school children by submitting lists of fifty stimulus words each to children from grade IV through VIII. Horn,<sup>11</sup> in commenting on this technique, said that the

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6. Buckinham, B.R. and Dolch, E.W. A Combined Word List Ginn and Company, 1936

7. Fitzgerald, J.A. Letters Written By School Children University of Iowa, Studies in Education, Vol. IX, Number I, 1934.

8. Witty, P.A. and Fry, M. The Vocabulary Content of Compositions Written By College Students Journal of Ed. Research, XIX Feb, 1929 p 135.

9. Diggs, H.W. The Vocabulary of Boys and Girls 12-15 Years Inclusive , Journal of Experimental Education, JE. 1934 339-355.

10. Shambaugh, O.G. and O.L. Core Vocabulary for Elementary School Pupils J.Ed.Res. 19: 39-46 Ja. '29.

11. Horn, E. Journal of Educational Research 19: p 310





association test used was inadequate, and that consequently the vocabulary was based on too small a number of running words.

These investigations indicate that certain areas of vocabulary are common to adults and children alike. It is important for the teacher to have access to a minimum list of these words. Obviously, a good foundation in reading and spelling can be provided to the extent that these words can be made to function in the child's reading and writing vocabulary.

Darrell<sup>1</sup> derived a list from the Faucett-Maki<sup>2</sup> combination of the Thorndike<sup>3</sup> and Horn<sup>4</sup> lists. The words with a rating of 20 or below on the Faucett-Maki list were checked for children's use by a comparison with the Fitzgerald and Kindergarten Union<sup>5</sup> lists. The words retained were at first divided into four levels, and later revised into seven levels. The later form is included in this thesis and was used in checking the vocabulary levels.

---

1. Durrell, Donald D. A Vocabulary For Corrective Reading  
Elementary English Review 11-12 106 April 1924

2. Faucett, L. and Maki, I op. cit.

3. Thorndike, E.L. op.cit.

4. Horn, E. op.cit.

5. Child Study Committee of the International Kindergarten Union. A Study of the Vocabulary of Children Before Entering The First Grade Washington: International Kindergarten Union, 1928





Durrell and Sullivan' speak of two types of vocabularies which everyone possesses as "vocabularies involving the intake of ideas, and vocabularies concerned with the output of ideas". They present a reading vocabulary for intermediate grade children based on an analysis of commonly used books at the fourth, fifth, and sixth grade levels.

These and other studies offer lists of words derived from extensive word counts of children's literature and writing. Some of them, notably the Fitzgerald list, offer data concerning the relative frequency of use by age or grade groups, and the relative difficulty of words as indicated by misuses or misspelling.

#### Purpose of the Study

It is the purpose of this study to attempt to determine some general tendencies of the written vocabularies of intermediate grade children to answer the following questions:

1. How do intermediate grade children differ in number of words used to describe the same situation?
2. What differences in vocabulary level can be determined?
3. Is it possible to determine definite vocabulary growth from year to year?

---

'Durrell, Donald D. and Sullivan, Helen B. Vocabulary Instruction in the Intermediate Grades  
Elementary English Review, May-June, 1938





4. Are there significant sex differences in written vocabulary?
5. Is there any relationship between the amount written and the general level of vocabulary?
6. What indications are there of a core vocabulary?

#### Plan

It was proposed to present to groups of intermediate grade children a one reel film and to ask them to describe it in writing. The differences in words used under such conditions would depend upon extent of vocabulary rather than upon the subject chosen. By checking the words used in the descriptions with a primary vocabulary list it was possible to determine the number of words written by each child that are not included in the list for primary children.





## CHAPTER II

### METHOD OF GATHERING DATA





## Chapter II

## Method of Gathering Data

The comparison of the writing vocabularies of intermediate grade children would entail too much work for one individual unless steps were taken to limit the vocabulary selected to some particular area. The method employed consisted in showing the same one reel film to groups of fourth, fifth, and sixth grade children and asking them to write about it. In this way it was possible to get a fair comparison of extent and level of vocabulary. It was also possible to obtain some measure of comparative facility in using words to express ideas.

The reasons for using a moving picture as a stimulus were as follows;

1. Interest of children in moving pictures.
2. Desirability of having each child write about the same thing.
3. Necessity of insuring that each child have something that he could write about, in order that lack of ideas should not function too greatly in the sample obtained.

After examination of several different films, the reel Leading a Dog's Life was chosen. This film describes the use of the Alaskan Husky, the bird dog, and the training of the German Shepherd, or police dog. Since it was a silent film, some words were suggested by the subtitles. The action of the picture was self-explanatory, so that an





understanding of the words used in the subtitles was not necessary to an understanding of the ideas presented.

The children were asked to imagine that they were reporters writing a story for a newspaper. They were urged to remember as much of the film as they could in order to have a complete story of all the important facts. Since the primary purpose was to measure the vocabulary used to describe the film, the children were allowed as much time as they needed. In one or two exceptional cases it was necessary to collect the papers unfinished after a reasonable length of time.

There was no emphasis placed on correctness of form or writing. Words were not spelled for the children. They were allowed to use a dictionary if they did so voluntarily, but the use of the dictionary was not suggested in any way. A few children were observed to be looking up words, but these were decidedly in the minority.

The directions were as follows;

"Ofecourse you know what a reporter does. A reporter has a very interesting job because he has a chance to see many things, A sports reporter gets free tickets to the hockey games, the baseball games, and all the sporting events. It isn't just fun for him though. He has to watch very carefully so that he can tell exactly what happened when he writes the story for his newspaper. If a man in the baseball game makes a double play, the reporter can't ask him to do it over again so that he can see what happened. He has to see it the first t





time.

"This morning I am going to try to find out what good newspaper reporters you would make. I am going to show you a moving picture about dogs..You are to watch carefully, and then write a story about it, just as if you were real reporters writing a story for your paper. Remember that a reporter must see everything that happens, and write his story so that people will want to buy the paper and read it."

After looking at the picture the children began writing without further direction. If a child seemed puzzled or uncertain, he was asked, "What happened first in the picture? begin by writing that".

The film was shown to four fourth, four fifth, and three sixth grades, a total of 291 children. This is, of course, too small a number upon which to base norms, yet it will indicate certain tendencies of vocabulary usage and growth in the middle grades. The sample vocabulary obtained consisted of slightly more than 28,000 running words. Since these words were derived from the written reactions to the same stimulus it was possible to estimate tendencies relative to variations of written vocabulary within grades and from grade to grade.

In attempting to obtain a more representative sampling than would be furnished by one school system, children were chosen from the intermediate grades of a residential town, and from a manufacturing city. It was discovered that in one of the sixth grades five children, including one boy and four girls,





had been sent to an enriched curriculum class, so that they were not included in the experiment. This affects the range of the sixth grade girls considerably, since these children were among the best in the class. When interpreting the scores of the sixth grade girls it should be remembered that the highest eighth of the group was absent, and that consequently the scores are lower than they would be if the whole group could have been represented.





## CHAPTER III

### ANALYSING DATA





### Chapter III Analyzing Data

#### 1. Results of Individual Word Count

It was stated in the previous chapter that the sample vocabulary consisted of over 28,000 running words. These words were obtained by having 291 children in the fourth, fifth, and sixth grades describe the same one reel film. These words are to be compared with the Durrell Remedial Reading vocabulary to determine the amount and level of vocabulary used by different children in describing the same situation.

Three word counts were made for each individual.

1. Total number of words written to describe the ideas gained from the film.
2. Number of different words used that do not appear on the first three levels of the Durrell list.
3. Number of different words used that do not appear anywhere on the list.

The graphs on the following pages show the amount and level (in terms of the Durrell list) of the vocabulary used by each child. Separate graphs were plotted for boys and girls. Line A represents the total number of words used, line B represents the number of different words that do not appear on the first three levels, and the shaded section represents the number of different words that do not appear anywhere on the list. Since each child's score was plotted separately, the charts constitute a summary of the original data.





Graphs showing amount and levels of vocabulary used in describing the picture.

Line A - Total number of words written

160

Line B - number of different words used that do not appear on the first three levels of the Durrell list.

120

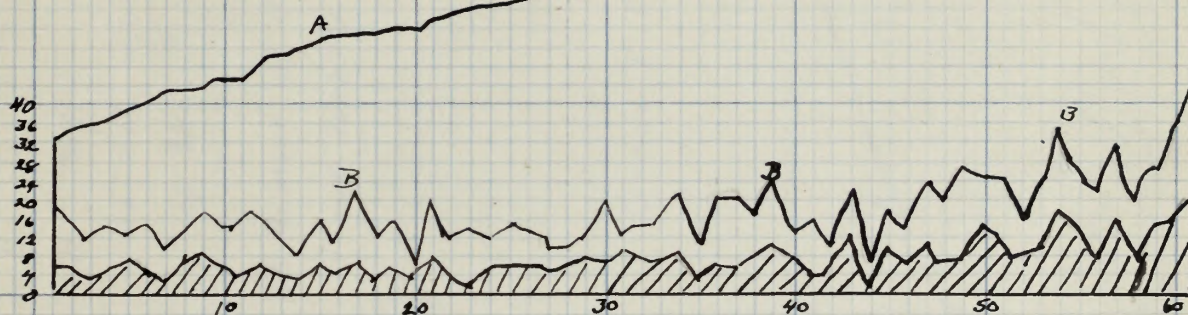
▨ - number of different words in B that do not appear anywhere on the Durrell list.

Boy number 30 wrote 56 words.

20 different words were not on 1<sup>st</sup> 3 levels  
10 different words were not on List.

80

Grade IV Boys



160

120

Grade IV Girls

80

40

32

28

24

20

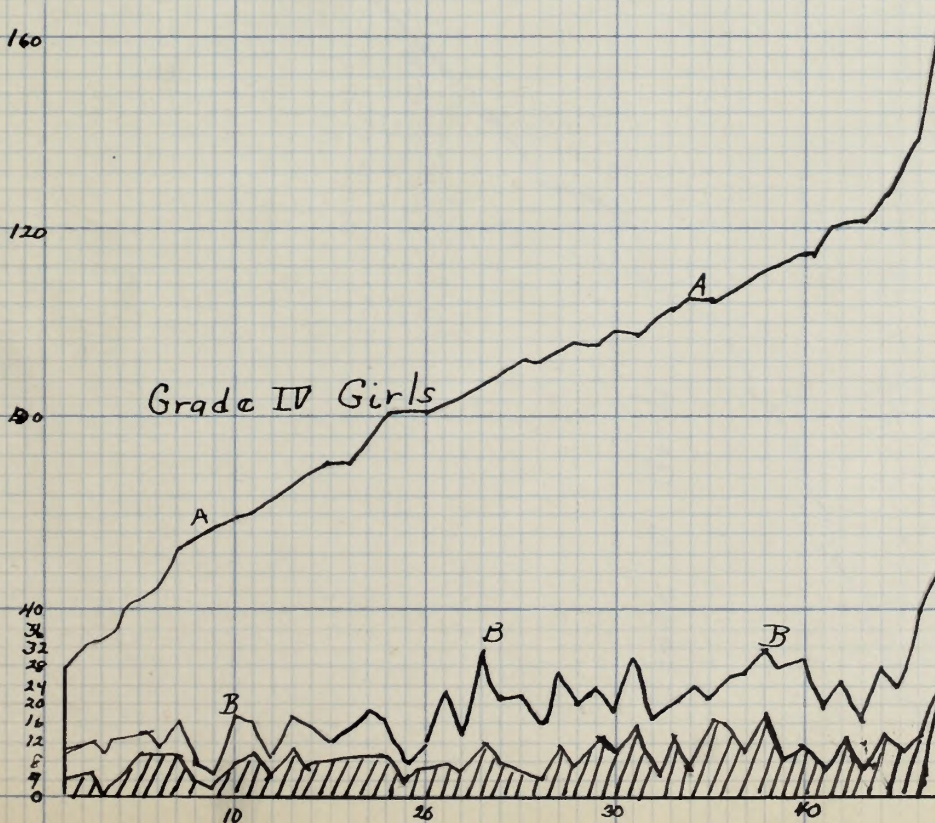
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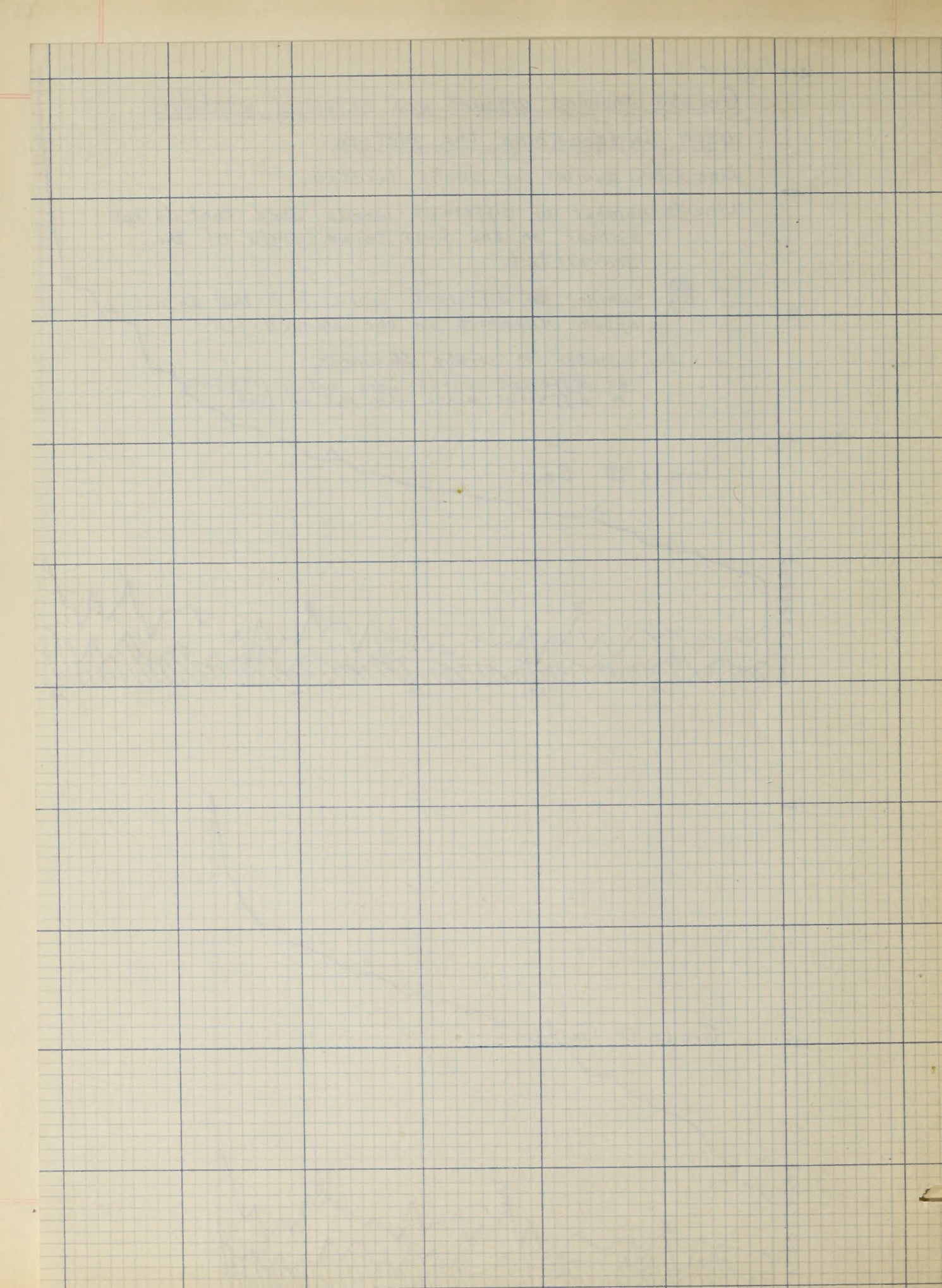




Figure 2. Graphs showing amount and levels of vocabulary used in describing the picture.

Line A Total number of words written.

Line B Number of different words used that do not appear on the first three levels of the Durrell list.

Number of different words in B that do not appear anywhere on the list.

Grade V Girls

Grade V Boys

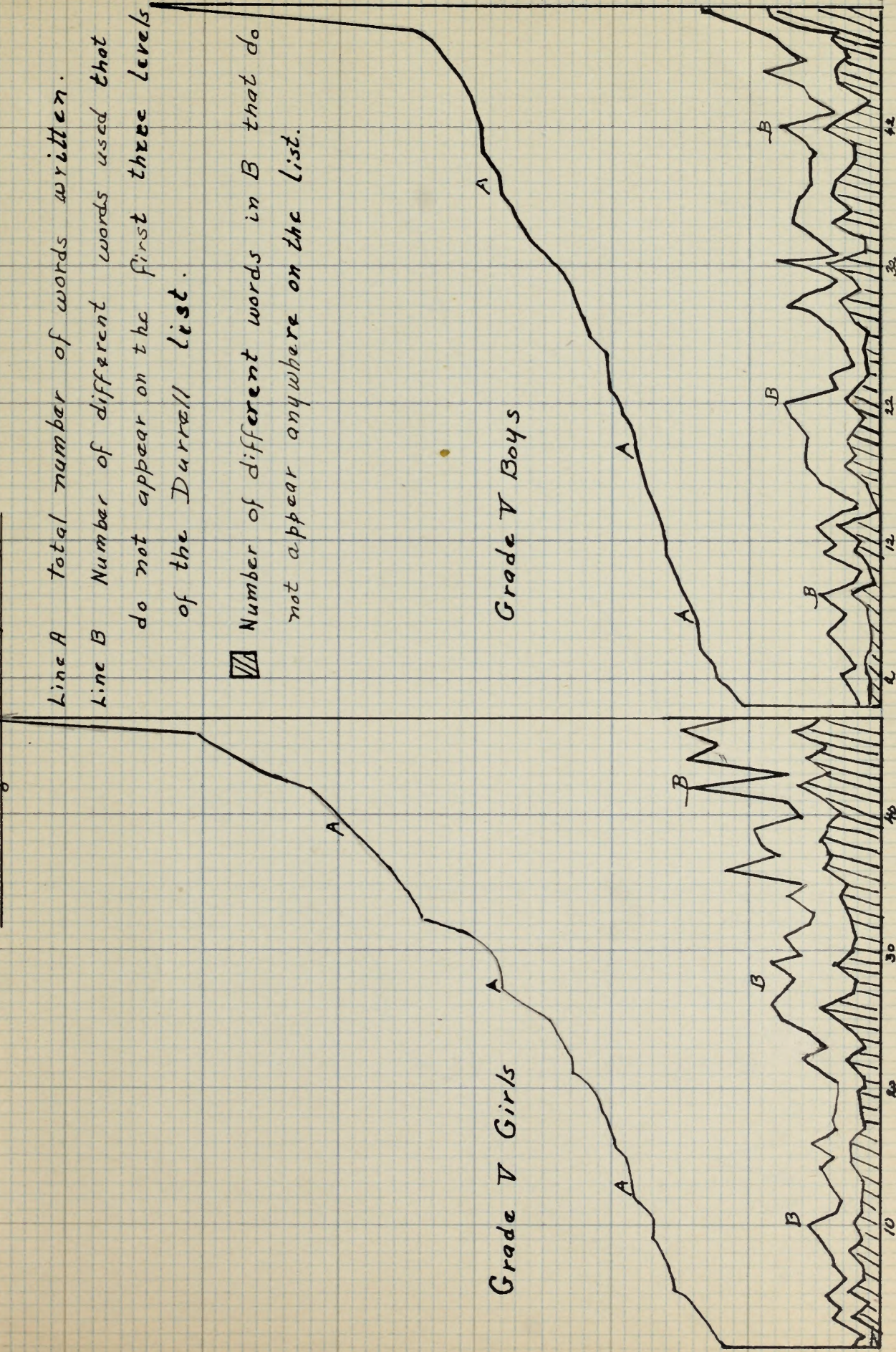
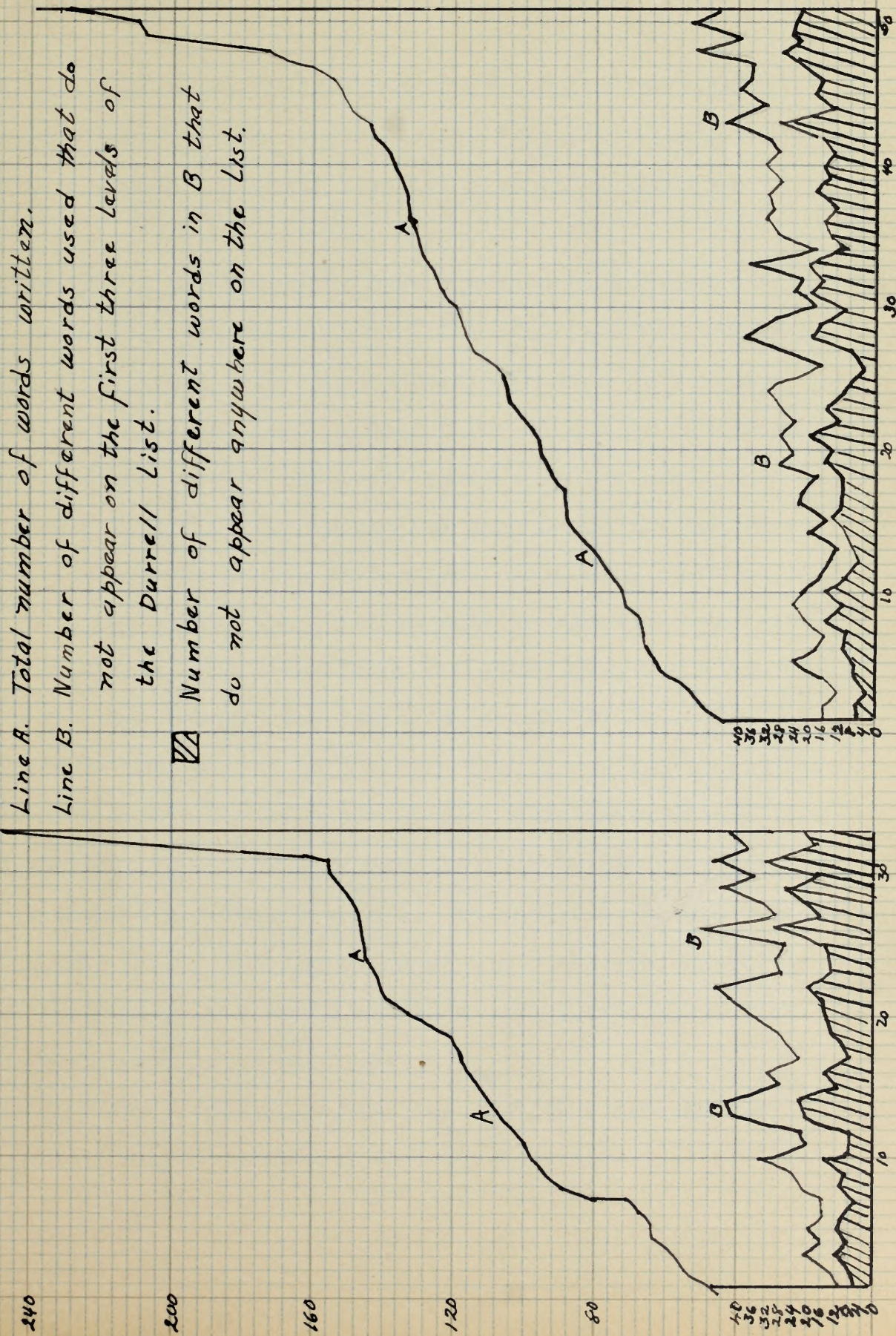




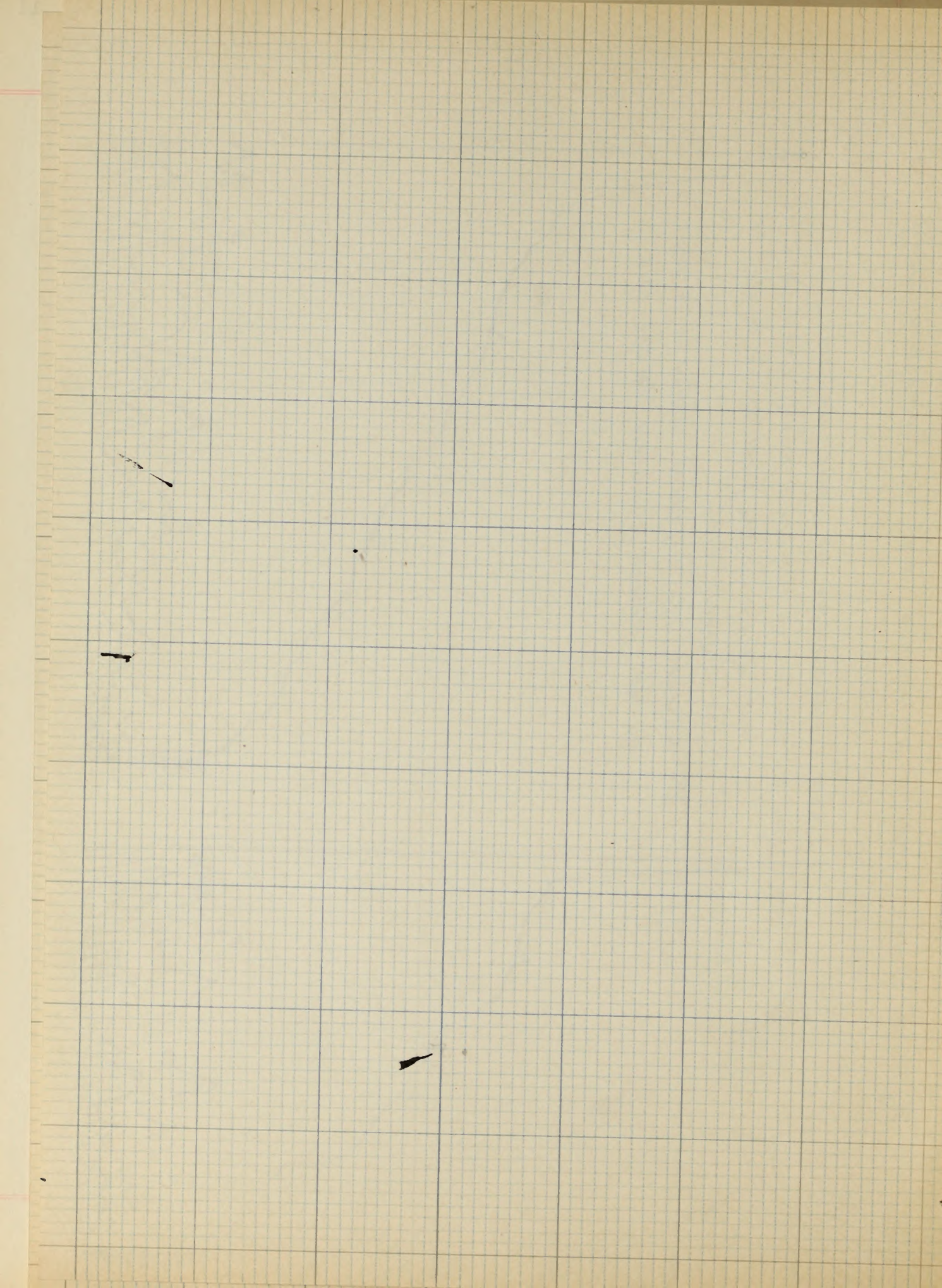




Figure 3. Graphs showing amount and levels of vocabulary used in describing the picture.









## 2. Variations in the Total Number of Words Used to Describe the Film.

In making this count, each word was counted separately except "the" and "a". These occurred so frequently that they would have padded the count heavily. Misspelled words were counted.

Chart ~~4~~ on the following page was made on the basis of this count. In making this chart, the fifth, twenty-fifth, fiftieth, seventy-fifth, and ninety-fifth percentiles were plotted and lines drawn connecting them. A comparison of the girls' percentile scores with those of the boys' shows that the girls rank consistently higher as far as central tendencies are concerned, but that the extreme scores of boys and girls tend to be more alike. In other words, the fifth percentile ranks of boys and girls in the same grade are almost the same, as are the ninety-fifth percentile ranks. The fiftieth percentile rank of the girls exceeds that of the boys in the same grade and is similar to that of the boys in the grade above. This relationship is not so apparent in the case of the fifth grade girls, who seemed to be an unusually variable group. It should be remembered in reading this chart that the ranks of the sixth grade girls have been affected by a known sampling error which makes them appear lower than they should be.

Chart 5 was constructed from the same data, arranged to show overlapping of amounts from grade to grade.





Table I Sex Differences in Number of Words Written  
To Describe the Same One Reel Film

GIRLS						
Grade	N	Range	Q	M	Q	S.D.
IV	47	26-167	64.4	88	106.6	30.7
V	51	45-260	71.3	110	145	48
VI	33	47-246	84.6	117	145	43.5
BOYS						
IV	61	32-187	50.5	78	92.5	32
V	52	41-215	65.5	90	111.5	31
VI	51	39-231	78.8	113	134.7	41.5

Chart 4. Sex Differences in Number of Words Written  
To Describe the Same One Reel Film

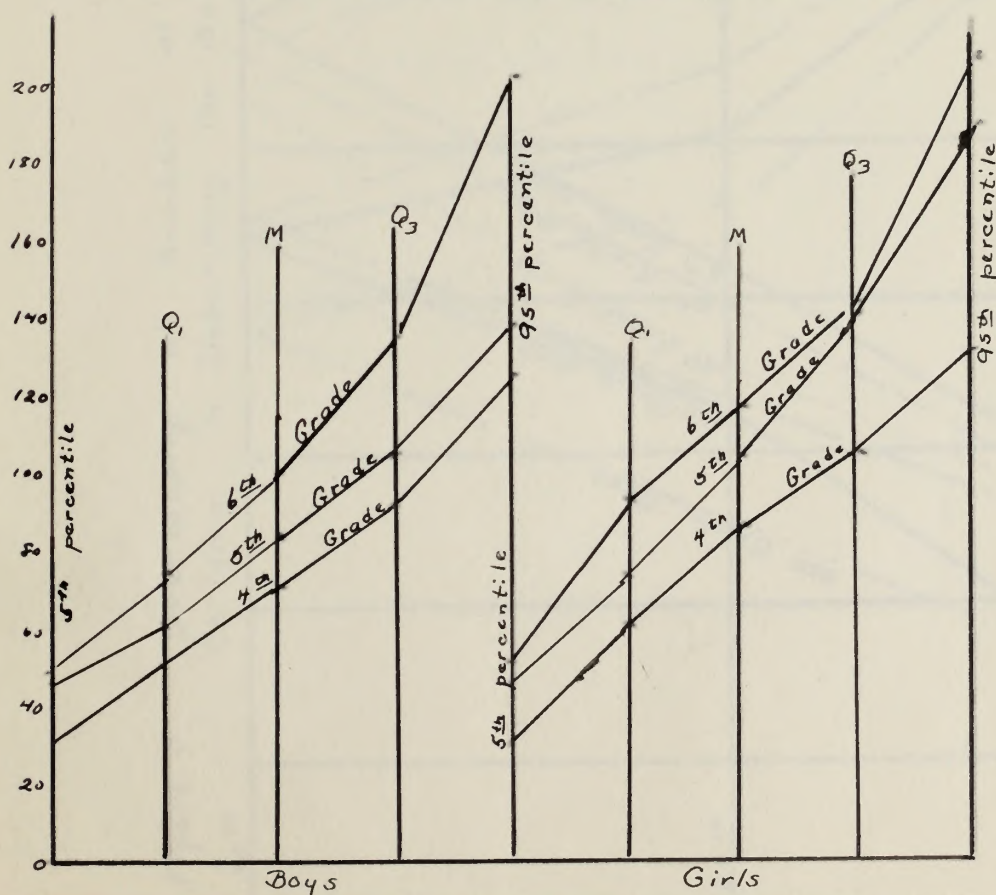
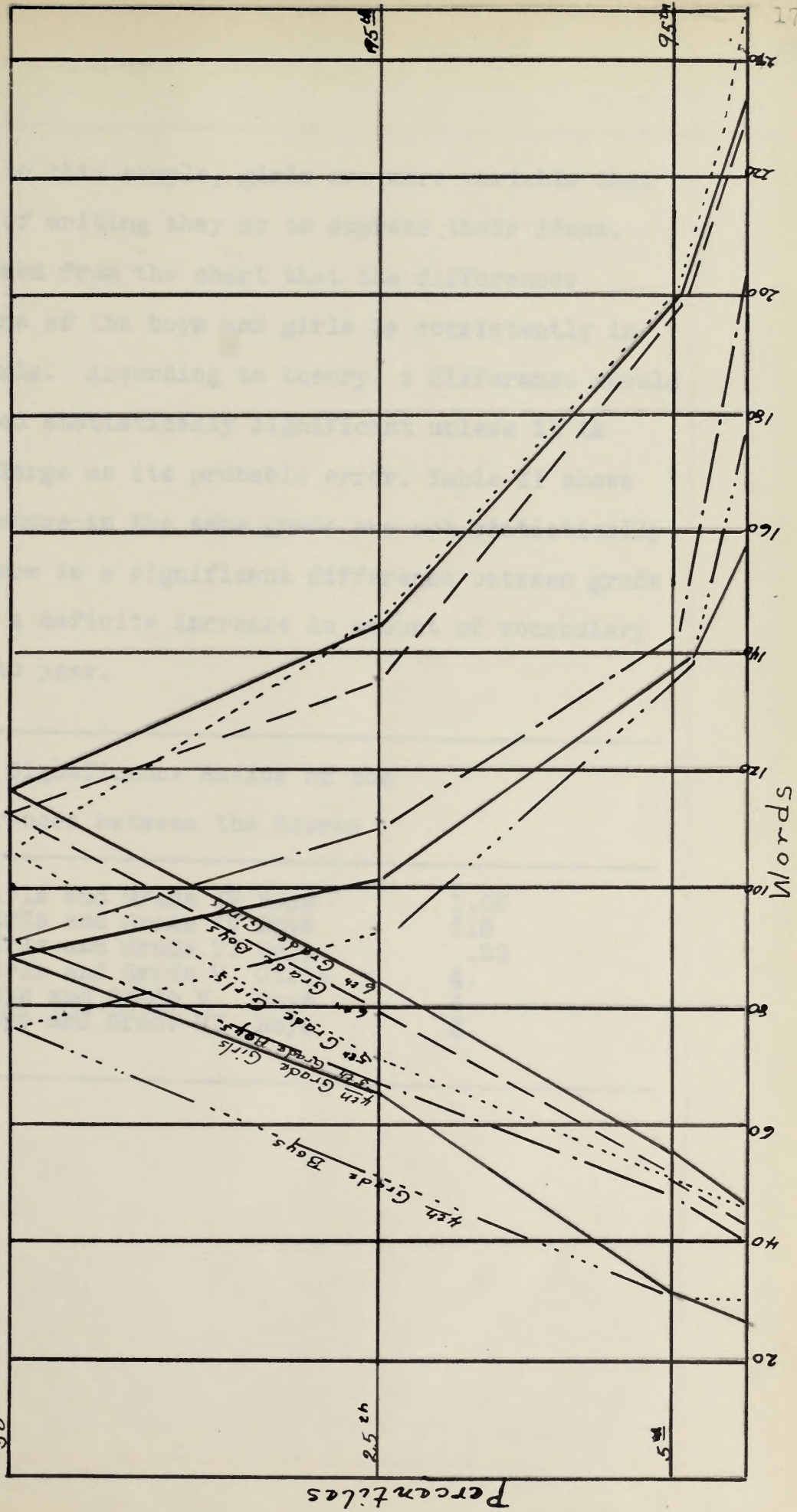






Figure 5 Overlapping of Numbers of Words Used by Intermediate Grade Children in Describing the Same Situation.







According to this sample, girls are more variable than boys in amount of writing they do to express their ideas. It will be noticed from the chart that the differences between the means of the boys and girls is consistently in favor of the girls. According to theory, a difference should not be considered statistically significant unless it is three times as large as its probable error. Table II shows that sex differences in the same grade are not statistically significant. There is a significant difference between grade scores, showing a definite increase in amount of vocabulary used from year to year.

---

Table II    Significance Ratios of the  
Differences Between the Scores

---

Grade IV Girls and Grade IV Boys	1.66
Grade V Girls and Grade V Boys	2.5
Grade VI Girls and Grade VI Boys	.33
Grade IV Girls and Grade V Girls	4.
Grade IV Boys and Grade V Boys	4.
Grade V Boys and Grade VI Boys	3.

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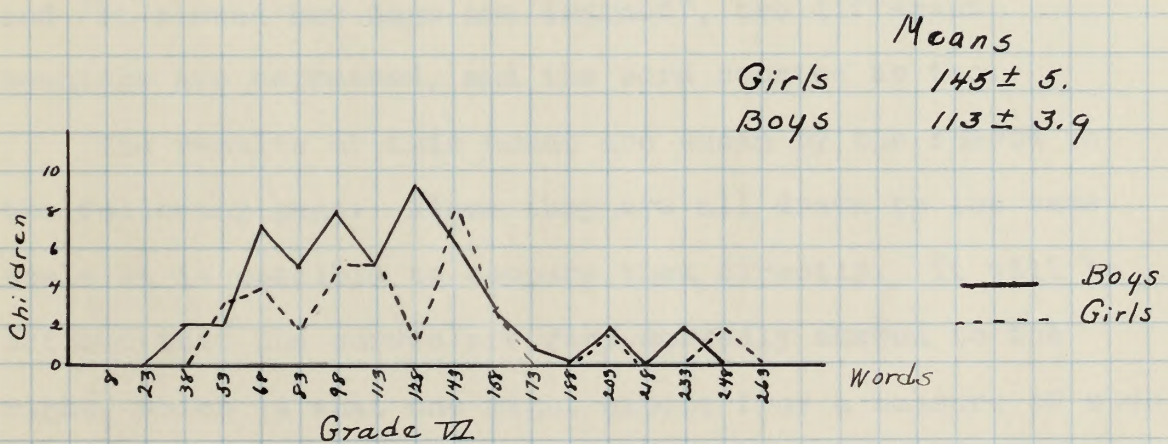
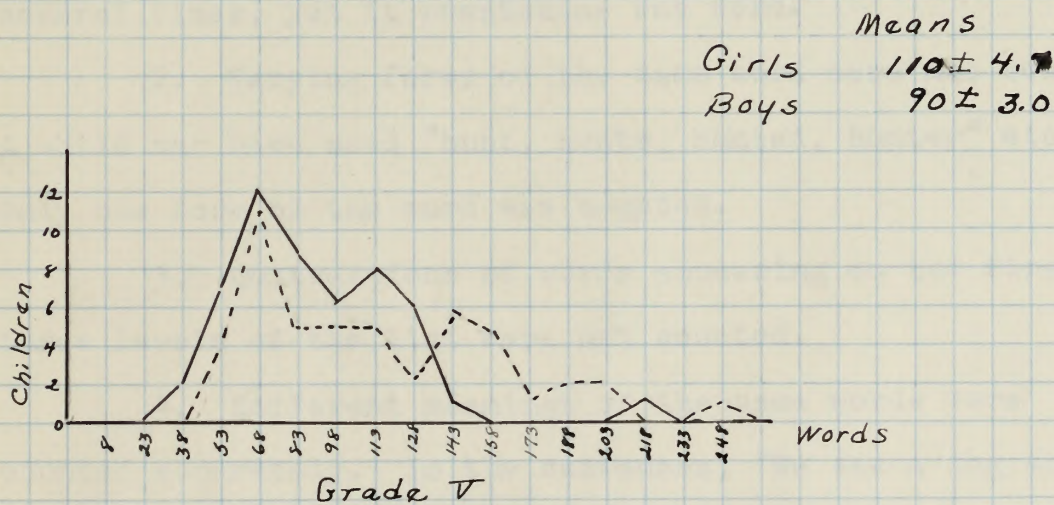
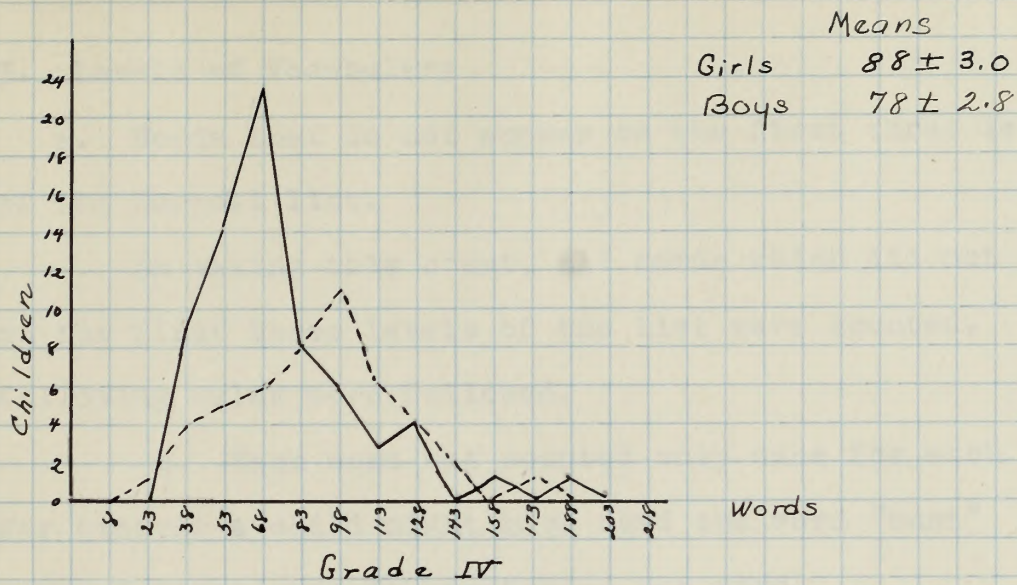


Figure 6. Frequency Polygons Showing Differences in Amount of Vocabulary Used by Boys and Girls in the Intermediate Grades To Describe the Same Situation.







### 3. Levels of Vocabulary

a. Words that do not appear on the first three levels of the Durrell list.

In making this count, all words which did not appear on the first three levels of the list were counted. The following rules were followed.

1. Each word was counted only once for each pupil. For example a child might have used the word "hunt" several times, yet it counted as one word.
2. Varying forms of the same word were not counted. A child may have used "hunt, hunts, hunted, hunter" etc. Only one form of the word was counted.
3. Contractions of words appearing on the first three levels of the list were not counted.
4. Different meanings of the same words were counted separately. In the sentences, "We saw a dog show", and "It showed how dogs are trained", two different meanings are expressed, and the word counted as two.

The results of this count are shown by the charts on the following page. Since they are all drawn to the same scale it is possible to compare them directly. It will be noticed that the curves are very markedly skewed to the right, which is what one might expect from a measure of such a variable skill as written vocabulary. The polygon for the sixth grade girls seems to be the single exception, but it should be remembered in this connection that the upper

1. The first of the...  
2. The second of the...  
3. The third of the...  
4. The fourth of the...  
5. The fifth of the...  
6. The sixth of the...  
7. The seventh of the...  
8. The eighth of the...  
9. The ninth of the...  
10. The tenth of the...  
11. The eleventh of the...  
12. The twelfth of the...  
13. The thirteenth of the...  
14. The fourteenth of the...  
15. The fifteenth of the...  
16. The sixteenth of the...  
17. The seventeenth of the...  
18. The eighteenth of the...  
19. The nineteenth of the...  
20. The twentieth of the...



eighth of the girls were not included in the count. Had their scores been accessible, three of them, at least, would have extended beyond the last score recorded.

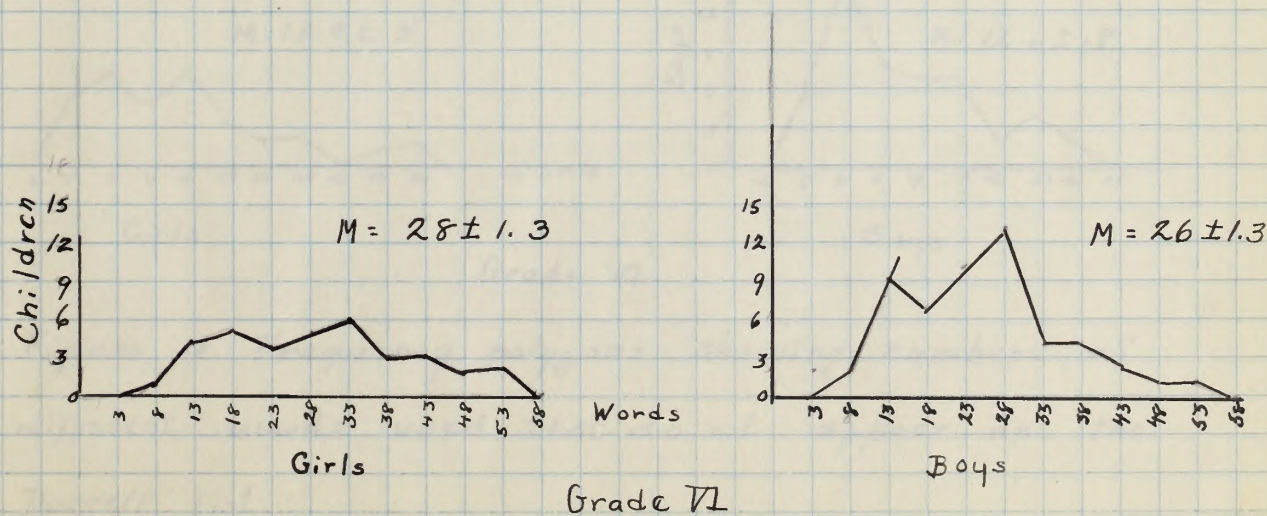
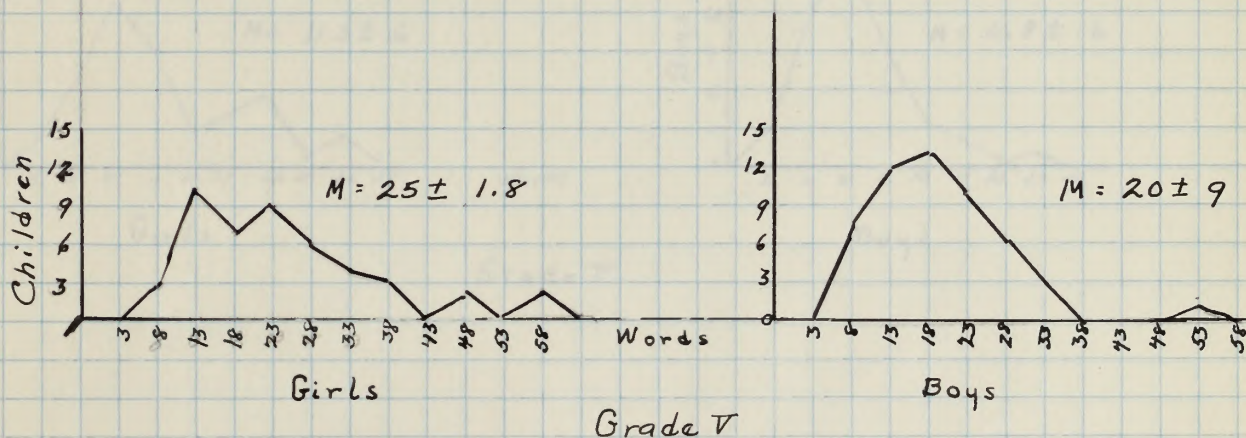
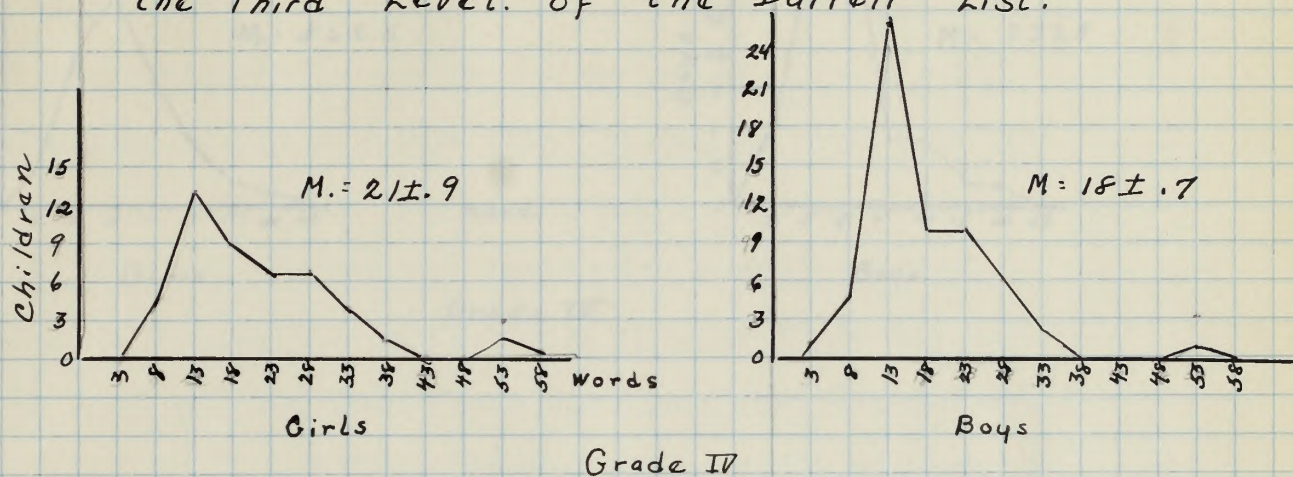
b. Number of words used that do not appear on the Durrell list.

This was made in the same way as the count for words above the third level. The results are shown by the polygons on pages 12-15. It will be noticed that there is a consistent increase from year to year and that the girls' scores are, in each case, higher than the boys'.





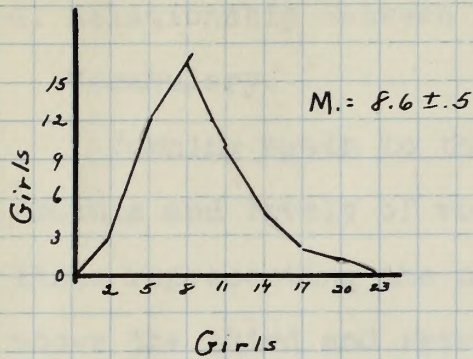
Figure 7. Frequency Polygons Showing  
Number of Words Used Above  
the Third Level. of the Durrell List.



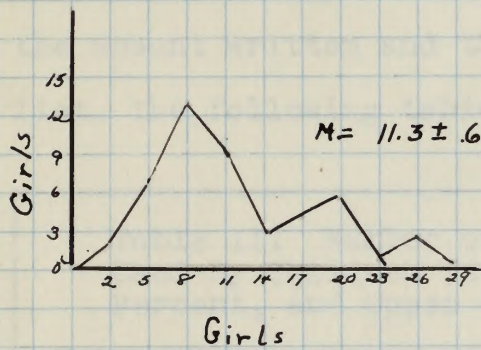
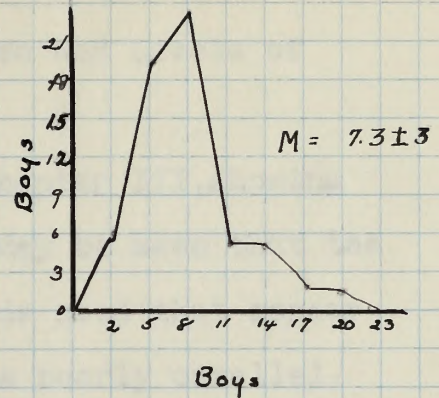




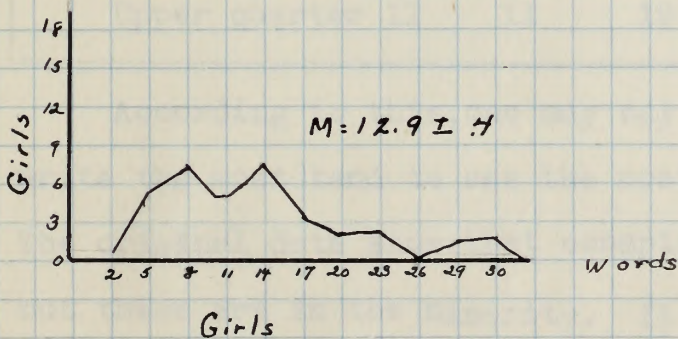
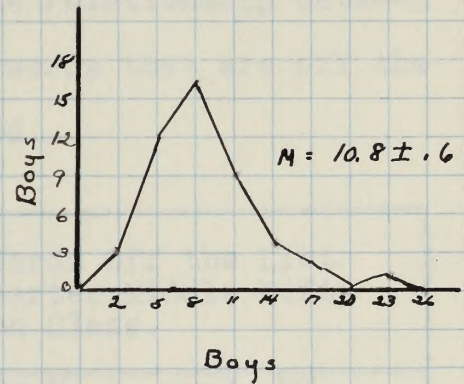




Grade IV



Grade V



Grade VI

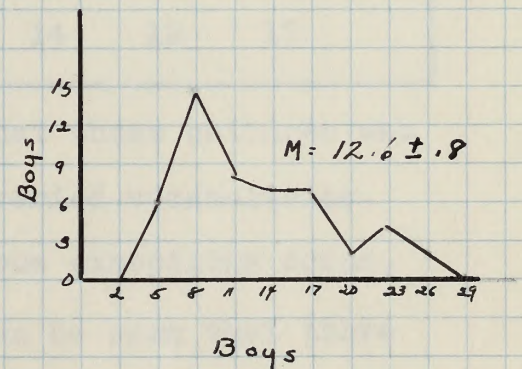


Figure 8 Frequency polygons showing numbers of different words used that do not appear on the Durrell list.







#### 4. Relationship Between Amounts Written and Levels of Vocabulary.

Turning again to the graphs in Chapter III, showing amounts and levels of vocabulary, it may be seen that the lines representing the numbers of words used that appear above the third and seventh levels are nearly parallel, indicating a definite relationship between those two levels. It may also be seen that these two lines vary considerably when compared to the line representing amounts written. In order to get some idea of any possible relationship between the amount written and the number of words that are off the list, the following table was prepared.

Table III Number of Different Words Off the List Used By Children in the Lower Quarter, Middle Fifty Percent, and Upper Quarter of the Class.						
	Grade IV		Grade V		Grade VI	
	G	B	G	B	G	B
Lower quarter	7	6	7	6	7	8
Middle 50%	8	6	10	9	14	12
Upper quarter	11	11	19	14	19	17

According to this, one may say that those children who write the most tend to use the most varied vocabularies. The original data show that conspicuous exceptions occur, but these are in the minority. It can be seen that there was almost no change in the lowest quarter from grade to grade. The greatest gain is shown by the children in the upper quarter.





## 5. Evidences of a Core Vocabulary

Table IV was made to show the percents of words used that appear on the first three levels of the Durrell list. This shows that the list constitutes a good core vocabulary for early primary grades since it contains such a large percent of the words that will always be needed by the children. It also shows that intermediate grade children manage to express their thoughts within the range of a very narrow vocabulary. There are approximately 250 words on the first three levels of the list used, and Table IV shows that from 77 to 80 percent of the words used by intermediate grade children are included in this narrow range.

TABLE IV

Percent of words used by intermediate grade children that appear on the Durrell list

Percent used	Grade IV		Grade V	Grade VI
that appear on 1 <sup>st</sup> 3 levels	G	80	77	77
	B	77	78	78
Percent used that appear on list	G	90	91	89
	B	90	91	91
Percent used that are not on list	G	10	9	11
	B	10	9	9





## CHAPTER IV

### SUMMARY AND CONCLUSIONS





#### Chapter IV. Summary and Conclusions

The same one-reel film was shown to children in the fourth, fifth, and sixth grades. The children were asked to imagine that they were reporters, and to write stories telling the important facts in the picture. The resulting stories were then analyzed for vocabulary content. Three word counts were made (1) total number of words written, (2) number of different words that do not appear on the first three levels of the Durrell Remedial Reading List, and (3) number of different words that do not appear anywhere on the list.

On the basis of these counts the following conclusions were made.

1. Girls tend to write more than boys, and to use a more varied vocabulary, although the differences between boys and girls of the same grade are not statistically significant.

2. The average amount written increases steadily from grade to grade. These grade differences are statistically significant.

3. There is great overlapping between grades in amount written. For example the children in upper quarter of the fourth grade write more than those in the lower quarter of the sixth grade.

4. The number of different words used beyond the range of the list showed a small increase from year to year.





The children who wrote the largest amounts tended to use the most varied vocabulary, although there were conspicuous exceptions. A few children wrote very little, but showed an excellent command of vocabulary.

5. From 77 to 80% of the words used by intermediate grade children may be found on the first three levels of the Durrell Remedial Reading List. From 89 to 91% of the words used appear somewhere on the list.

On the basis of this data the general conclusion may be drawn that intermediate grade children tend to express their ideas in a very narrow vocabulary range. A study of the list used as a check shows that the words they use most frequently deal with general concepts rather than with specific meanings or shades of meaning.





## CHAPTER V

### FURTHER INVESTIGATIONS





## Chapter V. Further Investigations

The work habits of the children in the different rooms indicated that previous training was having an effect on the way the children wrote. In some cases the children wrote freely, evidently more concerned with expression of ideas than with form. In other cases, attention to ideas was evidently subordinated to perfection of form, such as spelling, handwriting, and choice of words. A study based on the relative value of training to express ideas versus training to acquire correct form should bring to light some information of practical value in the teaching of composition.

A study and tabulation of the most common errors in capitalization, punctuation, and sentence structure that occur in compositions written at the various grade levels would give an indication of the difficulties these factors present to children. Such a study would prove helpful in allocating composition skills and in suggesting relative emphasis to be placed on each skill for effective teaching.

A study related to the efficiency with which children at the various grade levels may be taught to proof read their own writing would be helpful. This could be done by having such corrections made and keeping a record of the results at different times during the school year. Since this technique is advocated in composition books, some measure of its effectiveness should be undertaken.

The results of the studies of the different groups

indicated that the results were in general in accord with

the way the children were. In some cases the children

were, of course, obviously more concerned with the

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A comparison of children's written and spoken vocabularies relative to the same situation would give an indication of the words children understand and can say but avoid writing because of the spelling difficulty. In gathering data for such a study one could make use of the technique of the present study by presenting a film and having the children write a description of it. To check on the oral vocabulary, the children's oral accounts could be recorded electrically, using the apparatus suggested by Betts.

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1. Betts, E.A. and Bontrager, O.R. Research Studies in Elementary School Language No. 1, University of Iowa Studies Iowa City, 1934.





CHAPTER VI  
EDUCATIONAL IMPLICATIONS





## Chapter VI Educational Implications

The findings of this study indicate that there is little difference in the amount or level of vocabulary among the children in the lowest quarters of the fourth, fifth, and sixth grades. These children need a different type of instruction in spelling, composition, and vocabulary than do the children who write freely.

An analysis of the papers at this lower level indicates that the children are having many difficulties, particularly having to do with spelling. The existence of such variation as the data disclosed shows the futility of expecting all the children in the grade to master the same spelling list. The spelling should be adjusted for children on the lower levels to include much repetition of the basic words. A mastery of the 250 words on the first three levels of the Durrell<sup>2</sup> list, for example, would insure correct spelling of approximately 80% of the words these children are likely to use.

The discrepancy between the words the children meet in their textbooks' and the words in which they tend to express their ideas suggests the need of definite vocabulary training in the accurate use of words. There is no evidence as to the optimum time or method for doing this.

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1. Durrell, Donald D. and Sullivan, Helen B. op.cit.

2. Durrell, Donald D. op.cit.

The findings of this study indicate that there is a significant difference in the number of levels of vocalization between the children in the lowest group of the sample (1;0-1;3) and the other groups. These children used a different type of intonation in speaking, composition, and vocabulary than the children in the other groups.

An analysis of the speech of this lower level indicates that the children use many different vocalizations, but they do not use the same. The children of this level do not use the same intonation as the children of the other groups. The children of this level do not use the same composition as the children of the other groups. The children of this level do not use the same vocabulary as the children of the other groups. The children of this level do not use the same intonation, composition, and vocabulary as the children of the other groups.

The difference between the two groups of children is in the way they use the words. The children in the lower group use the words in a way that is different from the children in the other groups. The children in the lower group use the words in a way that is different from the children in the other groups. The children in the lower group use the words in a way that is different from the children in the other groups.



Children will certainly not use words unless they have been made aware of them. Consequently the intermediate grade teacher needs to sensitize children to accurate perception of word usage in reading materials, and to encourage attempts to use words accurately. It may well be that the intermediate grades should be concerned with developing skill in the use of the relatively simple vocabulary in which children tend naturally to express their thoughts, and that teachers should not become too concerned if the transfer from reading vocabulary to writing vocabulary is slight at this period. However, skills in the recognition and understanding of a wider range of vocabulary should be developed at this time to form a background for more facile use of language at a later period.

Students will certainly not be working unless they  
have been given some of their responsibility. The instructor  
is expected to be somewhat of a guide to the  
of work done in the laboratory, but to encourage  
to the student to do the work. It is not the instructor's  
to do the work for the student, but to help him  
of the relatively simple vocabulary in writing a given  
nearly to the student's level, and then to help him  
not to be confused by the complexity of the writing  
also in writing vocabulary in light of this period. However  
skills in the recognition and understanding of a word  
of vocabulary as it is developed as it is to form  
background for the use of language in the future.



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# APPENDIX





REMEDIAL READING VOCABULARY  
Donald D. Durrell Boston Univ.

1 a	4 baby	3 brown	4 country	5 everything
1 about	2 back	7 brush	5 course	6 except
7-able	4 bad	6 build	3 cover	7 excuse
3 above	5 bag	7 burn	6 cross	5 expect
7 absent	4 ball	7-business	5 cry	3 eye
8 across	7 bank	5 busy	7 cup	
7 act	5 barn	2 but	3 cut	
7 add	4 basket	7 button		
6 address	2 be	4 buy		5 face
4 afraid	3 bear	2 by		4 fair
3 after	7 beat			4 fall
6 afternoon	5 beautiful		5 dance	6 family
2 again	4 because	2 call	5 dark	3 far
3 against	3 bed	2 came	2 day	4 farm
4 ago	3 been	1 can	6 dead	3 fast
7 ahead	3 before	7 candy	7-decide	7 fat
6 air	6 beg	6 can't	6 deep	4 father
7 alike	4 began	5 cap	2 did	7 fed
7 alive	6 begin	3 car	6 didn't	5 feed
1 all	5 behind	6 card	6 die	3 feel
4 almost	4 being	4 care	5 different	5 feet
3 alone	4 believe	4 carry	6 dig	5 fell
3 along	5 bell	6 case	4 dinner	6 felt
5 already	7 belong	3 cat	1 do	4 few
5 also	3 best	3 catch	7 doctor	5 field
7-although	2 better	7 caught	3 does	7 fight
4 always	3 between	6 cause	7 doesn't	5 fill
3 am	1 big	7 cent	3 dog	3 find
7-among	7 bill	7-certain	7 dollar	3 fine
7-amount	3 bird	3 chair	4 done	7 finger
2 an	4 birthday	4 change	5 don't	6 finish
1 and	5 bit	5 child	3 door	4 fire
7 angry	3 black	3 children	2 down	3 first
4 animal	5 blow	7 choose	5 draw	6 fit
3 another	3 blue	7 church	5 dress	5 five
3 answer	5 board	4 city	5 drink	6 fix
2 any	4 boat	6 class	6 drive	5 floor
7 anybody	6 body	4 clean	6 drop	5 flower
5 anything	3 book	6 clear	7 dry	5 fly
7 apart	7 born	7 climb	7-during	7 fold
7 apple	3 both	3 close	4 each	7 follow
1 are	7 bother	7 cloth	5 ear	7 food
5 arm	7 bottom	7 clothes	4 early	6 foot
4 around	7 bought	5 coat	6 east	1 for
2 as	5 box	4 cold	3 eat	6 forget
3 ask	2 boy	7 college	4 egg	7 forgot
7 asleep	5 bread	6 color	6 eight	3 found
1 at	6 break	2 come	4 either	3 four
4 ate	7 bridge	5 company	6 else	7-free
2 away	5 bright	7 cook	4 end	3 friend
7 awful	4 bring	7 cool	4 enough	2 from
	7 broken	6 copy	3 even	6 front
	5 brother	5 cost	4 evening	7 fruit
	6 brought	2 could	5 ever	5 full
		7 count	4 every	







5 fun	5 hit	3 letter	8 name	5 piece	7 sail
7 funny	4 hold	7 lie	3 near	4 place	7-sale
	5 hole	7-life	4 need	7-plan	3 same
	4 home	7 lift	3 never	6 plant	4 sat
	3 hope	4 light	3 new	2 play	6 save
	7 horn	2 like	7-news	2 please	2 saw
5 game	5 horse	4 line	6 next	4 point	2 say
5 garden	5 hot	7 listen	6 nice	5 poor	3 school
3 gave	7-hour	1 little	3 night	7-possible	6 sea
2 get	2 house	3 live	7 nine	7 pound	7 seat
3 girl	2 how	2 long	2 no	7 pour	4 second
2 give	4 hundred	2 look	7 nobody	7 practice	1 see
4 glad	5 hungry	7-lose	5 noise	3 present	3 seem
7 glass	7 hunt	5 lost	7 nor	4 pretty	5 seen
1 go	7 hurry	5 lot	7 north	7-price	5 sell
7 gold	7 hurt	3 love	7 nose	6 print	3 send
5 gone		6 low	1 not	4 pull	4 sent
2 good			6 note	7 push	4 set
3 got			3 nothing	2 put	6 seven
7 grade	1 I		2 now		4 several
3 gray	7 idea	2 made	5 number		7 sew
4 great	3 if	6 mail		6 quick	5 shake
4 green	5 I'll	2 make		5 quiet	5 shall
7 grew	1 in	2 man	7 o'clock	6 quite	1 she
5 ground	7 inside	2 many	1 of		7 shine
5 grow	6 instead	6 mark	3 off		6 ship
3 guess	7-interest	3 matter	7 office	3 rabbit	5 shoe
	2 into	2 may	5 often	5 rain	7 shoot
	7 iron	1 me	3 oh	2 ran	
	1 is	2 mean	2 old	6 rather	4 short
2 had	1 it	7 measure	1 on	4 reach	7 shot
3 hair	2 its	7 meat	3 once	4 read	5 should
3 half		3 meet	1 one	5 ready	4 show
3 hand		5 men	4 only	6 real	7 shut
7 handle	5 jump	7 middle	3 open	7 really	6 sick
7 hang	2 just	3 might	3 or	4 reason	5 side
4 happy	3 keep	6 mile	7-order	7-receive	6 sign
7-happen	4 kept	3 milk	3 other	3 red	6 silk
3 hard	7 kick	4 mind	6 ought	4 remember	7-since
7 hardly	7 kill	6 mine	4 our	4 rest	4 sing
3 has	5 kind	5 minute	1 out	7 rich	7 sir
6 hat	5 knew	4 miss	2 over	5 ride	5 sister
1 have	7 knock	7 mistake	4 own	4 right	5 sit
7 Haven't	3 know	7 mix		5 ring	4 six
1 he		5 money		6 river	7 size
3 head	6 lady	4 month	6 page	5 road	7 skin
3 hear	4 land	3 more	7-paid	7 rock	3 sleep
3 heard	5 large	3 morning	7 paint	4 roll	7 slip
6 heart	3 last	3 most	4 paper	4 room	7 slow
6 heavy	4 late	3 mother	4 part	4 round	5 small
5 held	3 laugh	7 mountain	5 party	7 rubber	7 smoke
2 help	4 lay	5 move	4 pass	7 rule	5 snow
2 her	6 lead	3 Mr.	6 past	2 run	2 so
2 here	4 learn	5 Mrs.	3 pay		7 soft
5 hide	7-least	3 much	7 pencil		6 sold
4 high	5 leave	2 must	4 people	7-sad	2 some
5 hill	5 left	6 music	7-person	7-safe	4 something
2 him	6 leg	1 my	7 pick	2 said	5 sometime
1 his	2 let	6 myself	5 picture		







7-son	1 they	6 wash
5 song	3 thing	5 watch
3 soon	3 think	2 water
7 sorry	5 third	3 way
6 sound	2 this	1 we
6 south	4 those	6 wear
5 speak	6 though	6 weather
7-spend	5 thought	4 week
7 spoil	6 thousand	7 weigh
6 spring	3 three	2 well
7 stamp	7 threw	1 went
4 stand	7 through	2 were
7 star	7 throw	6 west
4 start	7 tie	7 wet--
7-state	4 till	1 what
7 station	2 time	2 when
5 stay	7 tire	2 where
7 steal	1 to	6 whether
6 step	4 today	1 which
7 stitch	4 together	5 while
3 still	5 told	3 white
5 stone	5 tomorrow	2 who
3 stop	2 too	4 whole
6 store	3 took	7 whom
3 story	5 top	6 whose
7 straight	6 touch	2 why
7 strange	4 town	6 wide
4 street	7 trade	1 will
5 strong	4 train	5 win
7 struck	3 tree	5 wind
7-study	7-trip	5 window
3 such	7-trouble	5 winter
6 suit	4 true	3 wish
4 summer	3 try	1 with
5 sun	4 turn	3 without
7 supper	2 two	5 woman
5 suppose		6 wonder
3 sure		7 won't
5 surprise		5 wood
6 sweet	3 under	4 word
7 swim	7-understand	3 work
	3 until	6 world
	1 up	2 would
	4 upon	7 wouldn't
4 table	2 us	7 wrap
2 take	3 use	3 write
4 talk		7-written
6 teach		6 wrong
7 teeth	3 very	6 wrote
2 tell	6 visit	5 yard
7 ten		3 year
6 than		4 yellow
4 thank	4 wait	3 yes
that	7 wagon	6 yesterday
the	3 walk	4 yet
their	6 wall	1 you
them	2 want	3 young
then	6 war	2 your
there	5 warm	6 yourself
these	1 was	

Derived from the following lists:

International Kindergarten Union.

Fitzgerald List

Faucett Maki List

Wheeler Howell List.



Derived from the following

list:

International Kindergarten

Union

First World List

First World List

Wheeler Howell List

1 they  
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